Tracy Borland

Toddlers Show Their Feelings

Toddlers naturally show you and tell you that they love you. Welcome and enjoy these feelings. You'll want to show your affection toward your toddler too, with words and hugs. But toddlers also just as naturally, sometimes say and show that they dislike you. Parents understandably find these angry words and actions hard to accept. It is much nicer to hear "I love you" than "I hate you," but both kinds of feelings are common with toddlers. These expressions of negative feelings are part of growing up. Try to handle these actions and feelings with understanding instead of argument or punishment. These words and actions don't mean you have been a bad parent or that your toddler truly dislikes you. Understand that your toddler's anger is temporary and normal.

Show your child that you care for him even when he is angry, and that angry feelings are okay. Firmly prevent him from turning his feelings into angry actions such as biting, kicking, and hitting. Do not give in to his unreasonable demands just to prevent angry outbursts. You might try to talk to him and find out more about why he is feeling angry.

Be patient; the good and loving relationship you have with your toddler will keep these angry times short.

Coming Next: Good Times at Mealtimes; Avoid Overusing "No"

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Contributors

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Health and Safety—Bobbie Juzek, R.N., M.H.S., California Department of Health Services.

Suggested Reading

For more information on development and care of toddlers we suggest the source book ★ starred, as well as:

Baby and Child Care by Benjamin Spock and Michael Rothenberg (1985). New York: Pocket Books Inc. (paperback).

Parent Express is available from ANR Publications, University of California, 6701 San Pablo Avenue, Oakland, California 94608-1239, (415) 642-2431.

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COOPERATIVE EXTENSION UNIVERSITY OF CALIFORNIA

PARENT EXPRESS

A SERIES OF BOOKLETS FOR PARENTS OF INFANTS AND TODDLERS

29 AND 30 MONTHS

Dear Parents:

Your Toddler Is Learning New Words

Isn't it amazing how fast your toddler is learning new words? Language learning may be your child's most important accomplishment this year. You are helping. Every time you sing her a song, read her a story, or repeat a nursery rhyme, your toddler learns about language, and learns that you enjoy language. Remember, your child learns by imitating you and by catching your enthusiasm.

In their eagerness to teach their little ones about language, some parents forget that language goes two ways. Chidren must hear people use language, but they also need adults to listen and respond to their words. Let your little one tell you stories, "read" books to you, describe things she has seen, and answer your questions. Help her make up songs, encourage her to play at rhyming words or making up new words.

Show your child that what she says is important to you. Remember, communication means talking *and* listening.

Joan Kreeger

Questions Parents Ask

Why Won't My Child Go to Sleep When I Put Her to Bed?

Q. My 2½ year old won't go to sleep when I put her to bed. What can I do?

A. Bedtime is not always sleep time. Young children need regular bedtimes and special bedtime routines, like teeth cleaning, stories, and hugs. Parents need regular bedtimes for their children, so that they can have some relaxation time.

You can expect your child to go to bed and be quiet at set times. Don't worry if she does not always go to sleep as soon as she goes to bed. When she isn't sleepy, let her have some quiet play time in bed until sleep comes.

Remember, ***Parent Express*** describes a typical child at each age. Each child is special and each child develops at his or her own pace. Perfectly normal children may do things earlier or later than those described in ***Parent Express***. If you are concerned about your child's development, see your doctor.

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Nutrition

Good Times at Mealtimes

Mealtime is not just a time to eat. It can be a time to talk, share, and enjoy being with others. Family members can tell each other what has been happening at school, work, or home. Even though your toddler may not talk well, let him take part in this sharing. Ask him questions, and let him answer for himself.

Mealtime is not a good time to discuss family problems about money, misbehavior, and the like. No one feels like eating when there is an argument going on. If this happens often, your child will begin to dread meals. He will eat as quickly as possible and then want to leave the table. He may begin to have stomach aches because mealtime is unpleasant.

Talk about problems after the meal is over and everyone has left the table. During meals, think of things to talk about that will help everyone feel good about themselves and others.

If you are eating alone with your child, you can talk about the names of the different foods on his plate and the color and shape of each food. You can count how many different foods or pieces of food there are on his plate. With a little imagination and planning, you and your toddler can make every meal a happy meal.

Tracy Borland

Pam Haley

Health

Child Care Centers Require Immunizations

If you are considering enrolling your child in a child care center, her immunizations must be up-to-date. You will need an immunization record that lists the dates of each immunization your child received.

The law says that child care centers must make sure all children enrolled have their immunizations. The child care center staff must see your record so that they can complete official records for their files.

The immunizations required by child care centers are the same ones every child needs for protection. For children who are 18 months of age or older, the required immunizations are:

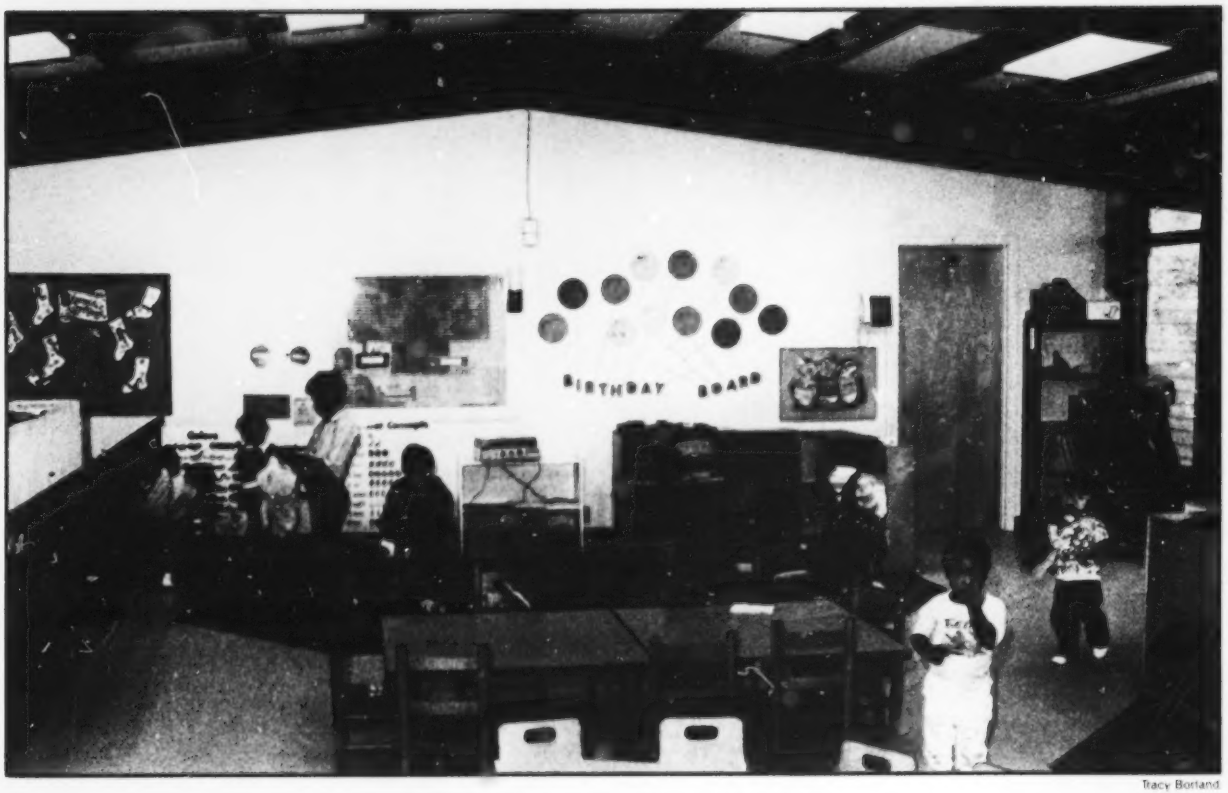
DTP: 4 doses (DTP = diphtheria, tetanus, and pertussis)

Polio: 3 doses

MMR: 1 dose (MMR = measles, mumps, and rubella)

For younger children, fewer immunizations are needed. For example a 12-month-old child needs 3 DTP and 2 polio doses, while a 15-month-old child needs 3 DTP, 2 polio, and 1 MMR doses. If your child is younger than a year, ask the staff of the child care center to tell you what immunizations are needed.

The Hib immunization is now recommended for all children 18 months of age and older who attend a child care center. It protects against spinal meningitis. Ask your doctor or clinic about Hib meningitis vaccine.



Tracy Bottand

Choosing a Preschool

Preschools differ. Here are a few questions to consider if you are choosing a preschool:

- Are you invited to observe in the classroom? Spending 1 or 2 hours in a class will show you what the school has to offer.
- Are the caregivers willing to answer your questions? Would they talk to you on a regular basis about your child's progress? Once your child has enrolled, will you be welcome to visit and observe at any time? You and your child's caregivers need to work together as a team to help your child grow.
- Do teachers seem to enjoy and respect the children? Is there hugging and holding and warmth between the teachers and the children? Do teachers talk with and listen to the children? Are there enough adults to provide good supervision and attention? Children's relationships with caregivers are important.
- Do the children seem happily involved in activities? Are there enough play materials for all the children? How long would a child have to wait for a turn? Children can become angry and unhappy if they have to wait too long for a chance to play with toys.
- Is there a balance of quiet and active play? Is there a balance of indoor and outdoor play? Children need variety in their daily lives.
- Does indoor play include music, art, water, dress-up, housekeeping, science, block building, books, and puzzles? Does it also include toys for imaginative play such as trucks, cars, and dolls? Are the rooms clean, safe, and attractive? Children need to have lots of different opportunities to learn.
- Is there a safe outdoor area with enough equipment, like ladders, barrels, low slides, riding toys, and swings to encourage activity and muscle development? Is there protection from the sun?
- Are meals provided by the preschool? Do you approve of the food they serve?

You will not be happy about your child's preschool unless you feel that your child is in a safe, healthy, nurturing place. The extra time it takes to find the right kind of care for your child will pay off in your own peace of mind and in your child's development.

Games for Growing

Drawing Around Things

Purpose of the Game

To let your child practice using small hand muscles and to help him understand more about the shapes of things.

How to Play

- Sit in a comfortable place and give your child a plastic cup to draw around.
- Have him trace the edge of the cup with his finger. Then give him a pencil or crayon to use for drawing around the cup. Talk about the circle he drew. Help him find some other things with simple shapes to trace. He can trace around his hand or yours. He'll enjoy this. You're helping him use his hands and make pictures of objects so he'll learn more about the ways they are different.

Follow Me

Purpose of the Game

To encourage your child's imagination and physical development.

How to Play

This is a follow-the-leader game to play indoors or outdoors. Show your little one funny ways you can move and encourage her to imitate, following after you. Run fast, walk slow, gallop like a horse, shuffle like an elephant, flap like a duck. Take turns leading. Use your imagination and encourage her imagination as you both think of more and more different and funny ways to

Joan Kreeger

Tracy Bortanz

What's It For?

Purpose of the Game

To help your child understand how things are used. This game also helps build your child's imagination and language skills.

How to Play

Collect about 10 things that your child uses or has seen used, such as a shoe lace, a fork, a napkin, a comb, a key, eyeglasses, a spool of thread, a hammer, a paint brush, a pencil. Pick up one after the other and ask your child what it is used for. Give your child a turn to ask you what things are used for. You can play a silly version of this game too by asking a silly question about each thing you pick up. For example, you can pick up a cup and ask if that is what you brush your teeth with. Remember, play the game only as long as it is fun for both of you.

Homemade Toys That Teach

Play dough

Why?

Play dough helps your toddler practice using his hands and fingers and learn how to mold different shapes by patting, squeezing, and rolling.

Ingredients

1 cup of flour
½ cup of salt
1 teaspoon of cream of tartar
1 cup of water
1 tablespoon of cooking oil
Food coloring (optional)

Making the Play dough

Mix the dry ingredients, add the water and oil. Stir over low heat until the mixture forms a ball. Add food coloring if you want. Knead it and let it cool. Store it in a refrigerator in a covered container.

Playing

Put the play dough on a plastic placemat and protect the floor from spills. Your toddler will enjoy having you near her when she plays with her play dough. You can give her ideas on how to squeeze, roll, and pinch the dough. Add cookie cutters, a dull knife, a rolling pin to encourage your child's creativity.

Bread Dough Creations

Your 2 year old has learned to roll, pinch, poke, and mash bits of play dough with you, so why not make some creative snacks together? Use this recipe:

2 cups flour
3 tablespoons oil
½ cup water
½ teaspoon salt

Measure the flour and salt into a large bowl. Add the oil and rub it in until the mixture resembles coarse oatmeal. Add the water and blend it with your fingers. Add more water if necessary to make a dough you can gather into a ball. Knead the dough for 10 minutes. Your toddler will enjoy punching and rolling the dough. Divide the dough into small balls and let your child create. Show her how to flatten it, cut holes with a table knife (help her with this so she doesn't cut herself), pinch up peaks, and stretch the dough. When she's all done, you can place her creations on a cookie sheet, and bake them in a 350°F oven for 10 minutes. When they're cool, enjoy showing off the creations and eating them!

Tracy Borland

Toddler Talk

I Learn in Lots of Ways

- Let me use a sprinkler can or a squeeze bottle to water outdoor plants. Think of other ways I could help outside.
- Give me my own flashlight. I'll enjoy turning it on because I can push the switch forward with my thumb. I probably can't pull it back. Show me how to turn the flashlight around so I can push the switch off.
- Take pictures of special times and write the date on the back of the pictures. Even if you don't have a baby book for me, I will like looking at these pictures now and when I'm older.
- Turn off the radio and television. Listen with me to sounds around the house, like running water, the refrigerator motor, a ticking clock, or a wind chime. Tell me what they are. Helping me learn to listen will help me learn language.

Guidance and Discipline

Avoid Overusing "No"

The fewer times you say "no" to your toddler, the less she'll scream "no" back at you. Keep asking yourself, "How can I help my child do what I want her to do without saying 'No'?" Life can be more pleasant for everyone with fewer 'nos.' Here are some ideas:

- Look for ways to structure routines and play spaces to reduce the need for restriction and discipline. Remove tempting dangers and breakables. Try to reduce time spent in activities that require your toddler's patience or that might cause conflict. For example, long shopping trips seem to undo nearly all parents and their toddlers; try to cut them short.
- Keep rules reasonable. Your child is growing fast, but her ability to understand is still more limited than you might expect. She will press you to let her do things on her own—and that's important for her learning—but she still may have accidents. She may break, drop, or spill things. She can understand some rules, but not all.
- Give your toddler independence practice. As part of their growing independence, toddlers are often defiant and non-cooperative. You need to be firm but patient in enforcing rules. Look for safe and reasonable opportunities to let your toddler make her own decisions so she can practice her growing independence.
- Play detective. If your little one does something over and over that you have told her not to do, try to figure out the reason. Don't assume that she is just trying to annoy you. Chances are she's got her own very good reasons for doing what she's doing. See if you can help her get what she wants in a way that is okay with both of you.

Sure, all this takes more time and patience and energy than saying "no," but the long term benefits are likely to be a toddler who is happier and easier to live with.

Research in Brief

Guidance Styles and Child Behavior

How can parents help their children grow to be cooperative and well behaved? Dr. Diana Baumrind, Research Psychologist at the Institute of Human Development, University of California, has studied this question extensively. Her studies show that children who are most compliant and cooperative have parents who are warm and loving with their children, have firm rules, communicate clearly what is expected of the child, and demand reasonably high levels of behavior. She found this kind of guidance and discipline more effective than guidance that is too bossy and rigid, or too passive and weak (Baumrind 1977, p. 250).

Tracy Borland

Be Good to Yourself

Communicating to Lower Stress

Sometimes angry feelings and stress are caused by the way people talk to each other. You can reduce your stress by changing the way you say things. It doesn't mean you should hold things inside, but simply that you should say them in a different way.

Things we say to others often have the word "you" in them. For example, you might say, "You're always telling me how to care for my child!" If you give the same message with "I" in it, the other person might not get so irritated. You could say, "I feel like a child myself when someone tells me what to do."

Try turning "you" messages into "I" messages. This may make your conversations less stressful.

Television

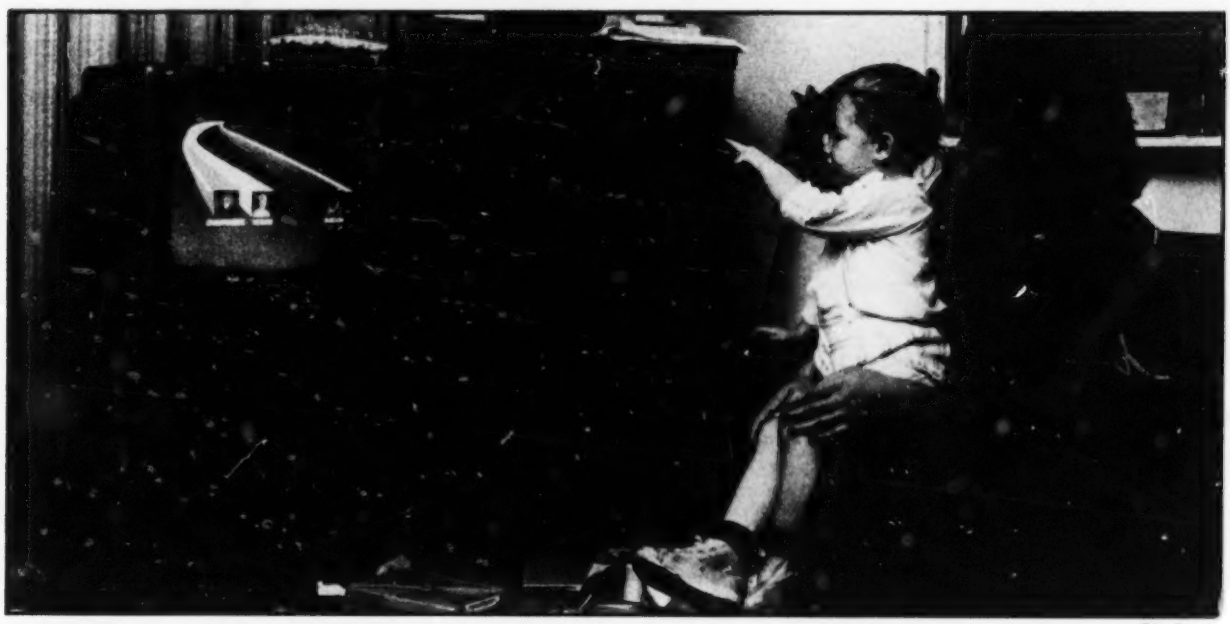
We don't know the effects of television viewing on very young children. Research on older children, however, suggests the following:

- Children who are aggressive tend to watch a lot of violence on television.
- Children are attracted to and influenced by television commercials. They may pressure parents to buy toys and food advertised on television. Many of these toys may not be right for your child. The foods may not be good for him, since many of those advertised are high in sugar, fat, and salt.
- Children who are heavy television viewers use less imagination in their play and school activities than children who see less television.
- Very young children enjoy the catchy tunes and repeated phrases used in cartoons, childrens shows, and commercials. These jingles give them a chance to practice their listening and talking skills.
- Very young children don't understand the meaning of television programs. However, they may be developing a television viewing habit that will keep them from other healthier activities. If your child shows a great interest in television, then talking and listening may be important to him right now. Read to him and talk with him about pictures in a book. Play some story tapes or records. Substitute these things for some of his television viewing time.

You might think about these questions when you decide how much television your child should watch:

- Do you know how many hours a day your child watches? Do you know which programs he watches and do you know what he's learning from them? It is important for you to know these things.
- Do you watch television with your child and discuss what you are seeing? Doing this will help your child understand his world.
- Do you want your child to see violence on television? Violent situations are shown even in cartoons and music videos, and they can be scary.
- Does television keep you from reading, talking, and playing with your child? Does it keep him from creative, active, or imaginative play?

Television can be a very powerful influence in children's lives. It can entertain and educate. It can take children away from other important activities. Begin deciding now how much television you want your child to see and what programs you want him to watch. If you set up some clear guidelines now, it will be easier to handle television later.



Tracy Borland

Coming Next: Getting Control over Your Life; Try on Your Child's View of the World

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Suggested Reading

Your Child's Self-Esteem: A Step by Step Guide for Raising Productive, Happy Children by D. Briggs (1970), New York: Doubleday (warm, easy to read; explains how to encourage young children to grow into cooperative family members).

Kids Can Cooperate: A Practical Guide to Teaching Problem Solving by E. Crary (1984), Seattle, Washington: Parenting Press (helpful suggestions for guiding children at each age).

Raising Good Children from Birth Through the Teenage Years by T. Lickoma (1985), New York: Bantam Books (ideas to help parents guide their children's moral development).

A Very Practical Guide to Discipline with Young Children by G. Mitchell (1982), New York: Telshare Publishing (suggestions for helping preschool children develop self-discipline; practical suggestions for managing problems such as jealousy, dressing, and temper tantrums).

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COOPERATIVE EXTENSION UNIVERSITY OF CALIFORNIA

PARENT EXPRESS

A SERIES OF BOOKLETS FOR PARENTS OF INFANTS AND TODDLERS

31 AND 32 MONTHS

Alfred Smith

Dear Parents:

Your Child Enjoys Special Adults

Have you noticed how much your child enjoys other special adults—grandparents, aunts, uncles, older friends, and neighbors? You are the most important adults in your child's life, but your child learns from other caring adults that he can trust, love, and enjoy. They make your child's world more varied, interesting, and exciting. Each one has something important and different to share and to teach.

Your toddler needs these adult relationships. Do all you can to encourage them. They are a precious part of your child's life.

Questions Parents Ask

Why Doesn't My Little Boy Always Tell the Truth?

Q. My little boy sometimes lies to me, and yesterday he stole a toy from his cousin's room. What should I do?

A. Children your son's age do not understand about lying or stealing. It is common for them to say things that may not be true and to take things they want even if these things do not belong to them. Your son is not trying to misbehave. What he needs from you now is gentle teaching, not punishment. Tell him you do not want him saying things that are not true or taking things that are not his. Explain why this is so. Let your son return the toy he took. Do what you can to keep him from taking other things. When he lies to you, remind him that you want him to be truthful. Do not call your child a liar or a thief. He could come to believe these labels and feel there is nothing he can do to change. Moreover, he might begin to feel special and decide he does not *want* to change.

Your child is learning about right and wrong. He is finding out the difference between make believe (which may become lying) and reality. He is learning that he cannot get what he wants by taking it. This kind of learning and self-control takes time. You will probably find you are helping him with it for the next couple of years. Be patient, firm, and loving. Show him that *you* do not lie or steal. In time, your son will come to imitate you, not because he's afraid of punishment, but because he wants to do what is right.

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Help Your Child Get Off to a Good Start in a Child Care Program

Leaving your child in day care or preschool for the first time may be hard for both of you. Your child will face new adults, new children, new places, new things, new routines, and new limits. She is used to your comfort, help, and protection. She may be scared about being alone and angry with you for leaving her. You may be worried that the teachers won't care for your child the way you would, or that they may ignore or hurt her. You may worry that she will embarrass you by crying or misbehaving. These feelings are normal responses to beginning something new. Some planning may reduce them.

You have taken the first step by carefully selecting child care that you think is right for your child. You have found child care workers that you like and can begin to trust. Now you should talk with your child about what is going to happen. She may not understand everything you say, but she certainly will pick up your feelings of confidence. If possible, visit the program with your child before her first full day. Let her watch and explore with your help and protection.

Talk with the teacher about your child before she begins the program. Tell the teacher about your child's eating and sleeping schedule, allergies, and other health concerns. You will want to talk about what upsets your child and how she can be comforted.

On the day your child starts in the program, be sure you bring all the forms, clothes, equipment, and food that the teachers request. Bring one of your child's favorite things, such as a stuffed animal, a blanket, or a toy car. Arrive a few minutes early so you can talk with the caregiver, put away your child's things, and sit with your child to watch what is going on. With a calm face and hugs and kisses, say "Goodbye" when it is time to leave. Tell her when you will return.

Of course your child may cry, or scream, or kick, or retreat to a corner with her thumb in her mouth. She may like this place, but she wants you with her and needs to say so. Even though it is very hard, keep walking. Remember that you trust the teacher and trust your child. It may help to call the teacher in an hour to learn how your child is doing.

When you pick up your child, greet her with warmth and words that show you know it was hard for her. Tell her that you are proud that she made it through the day. Don't be surprised if she is both glad to see you and mad that you left her.

Tracy Borland

Learning how to say "Goodbye" to people we love is difficult. Most of us struggle with this all our lives. This may be your child's first experience in saying "Goodbye" to you on a daily basis, and it will take time for you both to learn how to do this easily.

Long after your child can say "Goodbye" without tears or anger, she may show signs of this stress when she is with you. Children often are angels at school (where they want to please these new adults) and are terrors at home (because you are safe and home is where she can blow off steam). After starting child care, some children change their eating and sleeping patterns. Some children need more time curled up in their parents' laps or sucking their thumb. These behaviors will change as your child becomes more comfortable in the child care program.

You can help most by trusting the caregiver's ability to teach, care for, and comfort your child. Trust your child's ability to learn these new and difficult skills. Trust yourself and the decisions you have made about the caregiver. Remember that you are helping your child learn how to adjust to changes that may be frightening. We all need to learn how to do this!

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Homemade Toys That Teach

Egg Carton Fun

Why?

This toy can help toddlers learn about shapes and colors, and teach them to understand similarities and differences.

Materials

- Cardboard egg carton (don't use styrofoam; children can easily break off and swallow pieces)
- Poster paint or crayons
- Magazine pictures

Making the Toy

Color the inside cups of an egg carton different colors with crayon or with watercolor paints. Use bright colors—red, blue, green, yellow. Cut circles out of cardboard small enough to fit into the cups. Color the circles with colors that match the painted cups.

Playing

Place the circles on the table or floor. Ask your toddler to put the circles in the cup of the same color: the red circle in the red cup, the blue circle in the blue cup, and so on.

Children can learn the names of objects with a different egg carton game. Put pictures of things cut out of magazines into each egg carton cup. Choose pictures of things familiar to your child such as a dog, house, car, cup, ball, or tree. Be sure your child knows the name of each item. Ask him to find them and take them out as you name them.

To teach shapes, you can paste or color a triangle, a square, a circle, a diamond, and a star inside different cups. Hand your toddler a set of these shapes and ask him to match the shapes to those in the cups. For an older toddler, you can print numbers or letters in each egg carton cup. Hand him a set of numbers or letters on cards for matching.

Alfred Smith

Tracy Borland

Toddler Talk

I'm Learning about Sounds and Weights

- Let me hold heavy and light things. Use the words "heavy" and "light" when you tell me about them so I can learn the difference. Ask me to pick up the heavy thing or the light thing so I can practice what I have learned.
- Help me learn about the sounds of things. Ask me to close my eyes. Ring a bell, shake a rattle, or jingle some coins and let me guess what is making the sound.

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WHAT'S IT LIKE TO BE 2½ AND 3 YEARS OLD?

How I Grow

- I can walk on tiptoe pretty well now.
- I can stand on one foot for about 2 seconds.
- I can run pretty well, but I'm not able to start and stop very quickly.
- I'm really unpredictable and have to be watched constantly.
- I can walk upstairs alternating feet, but when I come downstairs alone I usually put both feet on each step.
- I can kick a ball pretty well.
- I like my clothes, especially my shoes.
- I like bedtime rituals; I don't like it when you change them.

How I Talk

- I can say my full name easily.
- I am learning lots of words, about 50 new words a month.
- I make four- or five-word sentences like "Get some for me," "Get out of my way."
- I use "I" instead of my name when I refer to myself.
- I can understand cold, tired, and hungry.
- I get angry and unhappy when adults don't understand my words.
- I like to have you talk to me about when I was a baby.
- I enjoy rhyming words and I'm interested in how words sound.
- I can tell you where things are, like where the birds live, where the table is, where my bed is.
- When I am 3 years old I will understand almost all the words I'll ever use in ordinary speech but won't yet be able to say *all* these words.
- I may be able to tell people my last name as well as my first name.

What I Have Learned

- I'm good at matching shapes on a form board.
- I can match some colors.
- I love to learn and I ask questions almost constantly.
- I can draw a cross on paper if you show me how.
- I'm learning about sequence, like "when daddy comes home then we eat," or "after I have a bath I go to bed."

How I Get Along with Others

- I like doing things for others sometimes.
- I may order others around or threaten to hit them if they don't do what I say.
- Once in a while, I can be kind and polite with other children.
- I love to give orders.
- I have trouble getting along with my brothers and sisters.
- When I want something, I really want it, but sometimes I can't make up my mind about what I want.
- I act angry when you don't let me do what I want to do or when you interrupt my play.
- I'm beginning to learn about sex and the differences between boys and girls; I'm very curious about sex organs and like watching others in the bathroom or when they are undressing.
- Most of the time I don't like to share my toys with others.

What I Can Do for Myself

- I am beginning to control my bowel and bladder movements during the day. I probably won't be able to control them at night until I am 3 or 4 years old.

Tracy Borland

- I can feed myself at least part of a meal without too much spilling but when I get tired I want help.
- Sometimes I want to do everything for myself and sometimes I want you to do everything for me.
- I can button my clothes.
- By the time I'm 3 years old, I'll probably be able to pick out and put on my own clothes.

Play I Enjoy

- I like to hear stories read just as they are written and I don't like it when you skip parts.
- I like pretend play, like feeding my toy bear or sweeping the floor.
- I like to play with clay; I can make long snakes.
- I like to make mud pies.
- I like to make block houses and I like knocking them down.
- I like to march to music.

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Games for Growing

Surprise Path

Purpose of the Game

To encourage your child's physical development and to help her learn how to follow a path.

How to Play

This game can be played indoors or out. When your child isn't looking make a path marked out in some way by a rope, chalk, garden hose, or ribbon. Be creative. Lay out the path so it goes around in circles, over rocks, upstairs, under boards and tables, through tunnels, and so on. Let your child follow the path alone or you and she can take turns leading each other.

Copy Cat

Purpose of the Game

To help your child learn and practice body movements and increase her ability to observe.

How to Play

This game can be played indoors or out. Stand facing your child and make different body movements for her to imitate, such as jumping, bending, turning, stretching, hopping. Take turns leading the game. Other family members can join in to add to the fun.

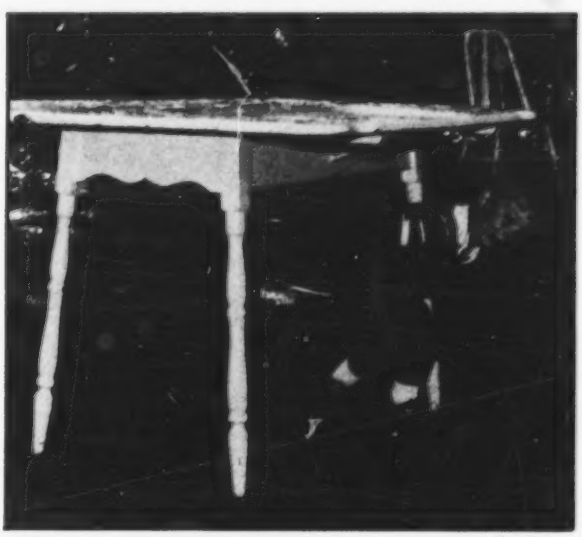
Doesn't Belong

Purpose of the Game

To help your child learn about similarities and differences and to increase his observation skills.

How to Play

Draw four or five pictures or cut out four or five shapes that are all alike except one. Start with pictures or shapes obviously different, such as four pictures of trees and one picture of a house or four red triangles and one white circle. Later you can make the "different" pictures more like the others. For example, four dogs and a cat or four small red triangles and one large red triangle. Ask your child to show you the one that is different from the others. Take turns. You can also play this with actual objects found around the house and in the yard, such as four bottlecaps and a rock, four spoons and a fork, four red flowers and a white one.



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Nutrition

Snacks with Appeal

Your child was born with a liking for sweet things. This is why snacks like popsicles, cakes, cookies, and candy are so appealing. They are all high in sugar and very sweet. But these snacks offer little in the way of good nutrition. They provide energy but almost no vitamins, minerals, or protein. However, there are many nutritious foods that are naturally tasty and will appeal to your child. Here are some suggestions:

- Fruit juice. Instead of fruit drinks offer fruit juice. Full strength fruit juice may be too strong tasting. When you use frozen fruit juice, add an extra can of water. If you buy bottled or canned fruit juice, add a cup of water to each quart of juice. This will give it a milder flavor, and it will stretch your food dollar.
- Fruit juice popsicles. Almost all children like fruit juice popsicles. Pour fruit juice into small paper cups and stick plastic spoons in as handles. Cover with aluminum foil to hold the spoon handles in place. Then place in your freezer.
- Yogurt popsicles. If you have a blender, you can make yogurt popsicles. Drain the liquid from a 16-ounce package of defrosted frozen fruit. Place the fruit into a saucepan. Add a tablespoon of unflavored gelatin. Heat slowly, stirring until the gelatin dissolves. Place this in a blender with 16 ounces of plain yogurt. Blend together. Pour into paper cups. Insert plastic spoons as handles. Cover with aluminum foil to keep handles in place. Put in the freezer until frozen.
- Snack-size pizza. For a snack-size pizza, take an English muffin and spread about 2 tablespoons of tomato sauce on top. Grate some cheese and sprinkle that over the top. Put your mini pizza under the oven broiler or in a toaster oven until the cheese melts.
- Quesadillas. Very popular snacks for children, quesadillas are easily made. Sprinkle cheese on half of a flour tortilla. Fold the other half over the cheese half. Heat in a frying pan at low heat until the cheese has melted.
- "Ants on a log." An all-time favorite snack is "ants on a log." Place peanut butter down the center of a celery stick. Put some raisin halves on top. It's ready to eat. (This snack is better for toddlers who have all their teeth and can chew well. They should brush right after—raisins can cause tooth decay.)

HE or SHE? HIM or HER?

Parent Express gives equal time and space to both sexes. That's why we take turns referring to children as "he" or "she." Please note: when we use he or she, we include all children.

Health

Developmental Assessments

How do we know if our toddlers are learning what they need to become healthy and normal children? A developmental assessment measures the progress of toddlers as they learn to walk, feed themselves, listen to stories and understand them, say words, ask for toys, and follow directions. The purpose of a developmental assessment is to review the toddler's developmental achievement. The assessment compares this achievement with the developmental achievement of children of similar ages and backgrounds. This helps in identifying possible developmental delays. Even though there are normal variations in children's development, infants and toddlers tend to learn similar tasks at similar ages. If a toddler lags behind, she may have a problem that requires special help.

Doctors or nurses do an initial developmental assessment as part of the physical examination and health history. They will observe and talk to the toddlers. Information provided by the parents is especially important, since the parents have the most complete knowledge of the children and are better able to comment on their growth and development. If developmental lags or delays are identified as part of the health assessment, additional developmental testing should be done by experts in child growth and development. Parents should ask for this service.

The following information is from the State of California Child Health and Disability Prevention Program's Medical Guidelines. The doctor or nurse might look for these skills during the toddler's health assessment. This is what a typical toddler could be doing at about 2 years of age.

- Gross motor development: Stands on one foot with slight support.
- Fine motor development: Attempts to turn pages of a book or magazine on own initiative or after demonstration.
- Self-help skills development: Uses cup and spoon.
- Social-emotional development: Asserts feelings with negative behavior such as tantrums, kicking, holding breath, running away.
- Cognitive development: Responds by pointing, touching, or looking when asked to indicate a familiar object such as shoes, own toy, clothing.
- Language development: Expressive: initiates simple words or sounds. Receptive: after being given a block, he follows two out of four instructions, such as "put on table," "put on chair," "give to mama," "give to me."

Tracy Borland

Try on Your Child's View of the World

Sometimes it's easier to understand and guide toddlers if we try to see the world as they see it. Most of us don't remember what it was like to be a toddler, so we have to use our imaginations.

Suppose Susie runs up to you happily to show you that she has learned to take the arms off her doll. Do you think first of the armless doll or do you see the world through Susie's eyes? Can you share her happiness, and show her how proud you are of her new found skill?

Jimmy has just learned he can hit two pans together and make a beautiful, loud noise. Is your first thought to stop the terrible noise or to show him your pleasure with his new discovery?

Susie and Jimmy love to learn. Encourage this learning now. Repairing the doll and quieting the banging can come later.

It's not always easy to set aside your own feelings to appreciate your toddler's achievements, but try it. You may find it makes life with your child richer and more pleasant for both of you.

Guidance and Discipline

Discipline Is Not Punishment

When children misbehave we need to stop them, let them know what they have done wrong, and tell them why it is wrong. Most important, we need to teach them the right thing to do. When we punish children, we expect to make them suffer physically or emotionally in "payment" for doing something wrong. Punishment usually does stop the unwanted behavior for a while, but it tends to have other effects that can cause problems. Punishment may cause children to fight back with aggressive or more naughty behavior. It may teach them that they can do what they want as long as they are willing to "pay the price" of punishment. They could come to feel like "bad" children, unloved and unlovable and give up trying to please you. Most important, punishment usually does not help children know what they *should* do, only what they should *not* do. It does not guide or teach. It does not build a sense of personal responsibility.

A young child who has done something wrong may simply not know what he should have done differently. If Johnny throws a toy truck at his sister because she won't let him play with her ball, he needs to learn why he should not throw trucks. He also needs to learn how to manage without having the ball. This calls for guidance, not punishment. Of course you need to keep Johnny from throwing trucks. You also need to tell him in simple words why he should not throw the truck and how he can play with other toys until it is his turn to play with the ball. If you are patient and persistent, Johnny will learn eventually to cooperate. Punishment alone could not have taught him this.

Remember, ***Parent Express*** describes a typical child at each age. Each child is special and each child develops at his or her own pace. Perfectly normal children may do things earlier or later than those described in ***Parent Express***. If you are concerned about your child's development, see your doctor.

Coming Next: Some Toddlers Don't Get Enough Iron; A 3 Year Old's Birthday Party

Be Good to Yourself Getting Control over Your Life

Sometimes stress comes from a feeling that you have so many problems you can't even begin to solve them all. But if you handle one problem at a time, you may begin to feel you're in control of your life.

Here are some techniques for problem solving. You can work on them alone or with another person.

- Start by choosing one problem to work on. Pick a problem that you can identify exactly. Maybe it will be a problem that always happens at a certain time or with a certain person. An example might be that you can't look for a job because you don't have any child care.
- Gather all the information you can about your problem. Think about what seems to cause the problem, what happens when the problem comes up, and how you would know if the problem was solved. Think about all the possible ways you could solve the problem. For example, you could ask someone to help with child care in exchange for a service you can offer them.
- Pick the solution that is most possible. Maybe you can afford to pay a babysitter for just a few hours if you know in advance when a job interview is scheduled.
- Decide exactly what you're going to do. Think about the steps you must take to make the solution work. Maybe you need to find a babysitter first, and then ask an employment counselor to help you arrange interviews in a certain time schedule. Write down the steps. Plan a time in the future when you can take another look at the problem and decide whether you've solved it.

Solving problems one at a time may seem slow, but each problem you solve makes your stress a little smaller. Each one helps you feel more in charge of your life.

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Suggested Reading

For more information on development and care of toddlers we suggest the source books ★ starred, as well as:

Learning Games for the First Three Years by Joseph Sparling and Isabelle Lewis (1978). New York: Berkley Books (paperback).

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PARENT EXPRESS

A SERIES OF BOOKLETS FOR PARENTS OF INFANTS AND TODDLERS

33 AND 34 MONTHS

Joan Kreeger

Dear Parents:

This Is the Time for Memories

Children love to learn about themselves and their past. It helps them to feel important and special. A very nice thing you can do for your child and yourselves is to collect and organize reminders of these early years.

Chances are you have some memory makings already. You can use photographs, birthday cards, certificates, and so forth to start a memory book or a memory box. Add pictures your child draws, a piece of her favorite blanket, an outline of her hand or footprint, her holiday cards, newspapers published on her birthdays, notes from favorite relatives—and anything else you and she want to save. Let your child know this is a special book you want to keep for both of you. Let her only look at it with you so you can keep it from getting torn and dirty.

All too soon, these early years pass. A memory book will help you and your child enjoy remembering these special years.

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Nutrition

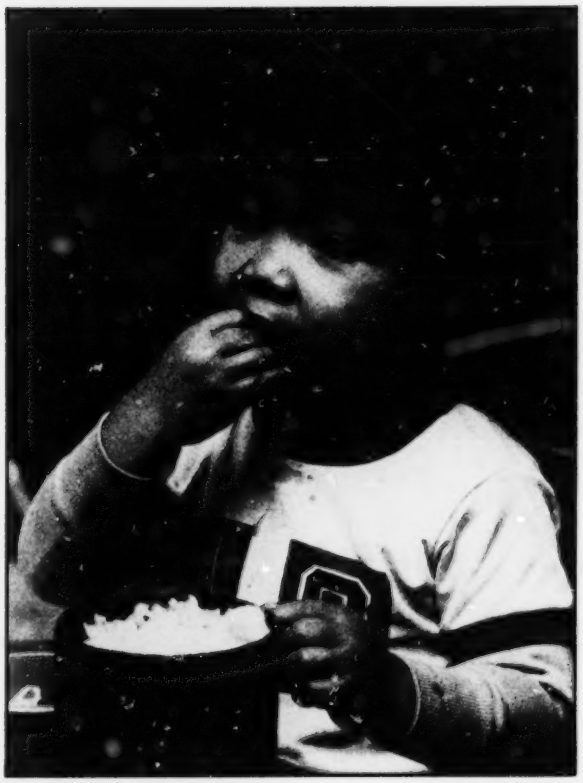
Some Toddlers Don't Get Enough Iron

The nutrient that is often low in the diet of toddlers is iron. Iron is a very important nutrient for healthy red blood and for energy. You can make sure that your toddler is getting enough iron by giving her foods that are good sources of it.

Look over the list of food below and ask yourself, "Does my child eat at least two or three of these foods every day?" If he doesn't, he may not be getting enough iron.

- Foods with lots of iron include:
  Beans, such as kidney beans, pinto beans, red beans, great northern beans, blackeye beans, navy beans, small white beans, and lima beans
  Lentils
  Organ meats like heart and liver
  Sunflower seeds
- Foods with some iron include:
  Dried fruit, such as raisins, apricots, and prunes (cut into small pieces to prevent choking)
  Egg yolk
  Enriched macaroni, noodles, and rice
  Enriched breads and cereals
  Whole wheat breads and whole grain cereals
  Beef
  Pork
  Chicken
  Fish
  Nuts (remember to break these into small pieces to prevent choking)
  Split peas
  Spinach, greens, broccoli, and green peas

Vitamin C helps your body use iron, so offer some orange juice when you serve iron rich food. As an infant, your child probably ate iron fortified baby cereal. Now she probably eats adult cereal. To find out if a cereal is high in iron, look for the nutrition label on the side of the box and see how much iron each serving of cereal has. The amount of iron will be given as a percentage of the U.S. RDA (U.S. Recommended Dietary Allowances). Try to give your child only those cereals that have at least 25 percent of the U.S. RDA for iron. Take your child to a doctor for regular checkups to see if your child is getting all the iron he needs.



Guidance and Discipline

Being Strict and Being Loving

Many parents are afraid to be strict with their children. They fear that if they are strict, their children will love them less and will feel less loved by them. This is simply not true. Good discipline is fair, sensitive, and consistent, and it is guided by the parents' love and desire to help the child grow. With this kind of discipline, the child will feel loved and valued. The child can easily understand limits imposed for her own safety such as not playing with knives. She can also come to understand and accept limits set to keep her from disturbing others or destroying property.

Children need to learn that their rights are important, but no more important than the rights of others. If she doesn't learn this now, your toddler may become the kind of child who actually *is* less lovable.

HE or SHE? HIM or HER?

Parent Express gives equal time and space to both sexes. That's why we take turns referring to children as "he" or "she." Please note: when we use he or she, we include all children.

Research in Brief

Discipline as Guidance

All parents want to discipline their children in ways that encourage them to become cooperative and responsible. Theresa and Frank Caplan of the Princeton Center for Infancy and Early Childhood have this to say about research on discipline: "One of the most widely discussed topics in the field of child behavior covers discipline techniques. Many years of research and study have gone into most professional opinions. Gradually, trial-and-error child rearing is being replaced by more developmental and humanistic approaches. Especially reassuring is the fact that the experts are in agreement in many important areas concerning the nurturing of good mental health and a sense of responsibility in children. They view discipline as guidance that corrects, molds, strengthens, or perfects. It encompassees the child's ongoing learning of socially useful behavior. Discipline is something you do *for* and *with* your child, not *to* him." (Caplan & Caplan 1983, pp. 72-73)

Tracy Borland

Questions Parents Ask

Why Does My Daughter Stutter?

Q. My little girl is 33 months old and uses a lot of words now, but I've noticed that when she is tense, she stutters. What can I do about this?

A. Your daughter, like all toddlers her age, is learning language fast. She is learning about 10 to 15 new words each week, but she may not be learning words as fast as she wants to use them. She wants to make herself understood but sometimes she simply doesn't know all the words she needs to do this. This can cause her to stutter, especially when she is upset or excited or when those she is talking to try to rush her.

The best thing you can do to help your daughter overcome her stuttering is to be patient and relaxed with her. Don't rush her speech or criticize her stuttering. It is not easy to learn language. If her stuttering persists in spite of your patience and help, discuss it with her doctor.

Health

Vision Testing

Vision testing should be a part of every child's regular health checkup. A vision test determines each eye's ability to see "sharply." When a child is under 3 years of age, his vision is tested by his ability to follow an object moving from about 12 to 15 inches from his face to a few inches from his nose. Each eye is tested separately, by covering one eye and observing the other eye as it follows the vision tester's finger. At 3 years of age, most children can learn how to take a formal vision screening test. The most widely used vision screening test is called the Snellen test and uses a wall chart headed with a large letter E. Some wall charts use pictures of things that are familiar to the child. The child covers each eye in turn and identifies what he can see.

Some toddlers have a "lazy eye." These children need regularly scheduled vision tests to make sure that eye problems are identified early. An early discovery, followed by prompt medical care, may prevent permanent loss of vision.

Vision problems often go unnoticed by parents, and since the small child has no knowledge of what good vision is, he does not complain. Your child's ability to see is essential for learning. You can provide your child with a head start for preschool and kindergarten if you make sure his eyesight is normal.

Games for Growing

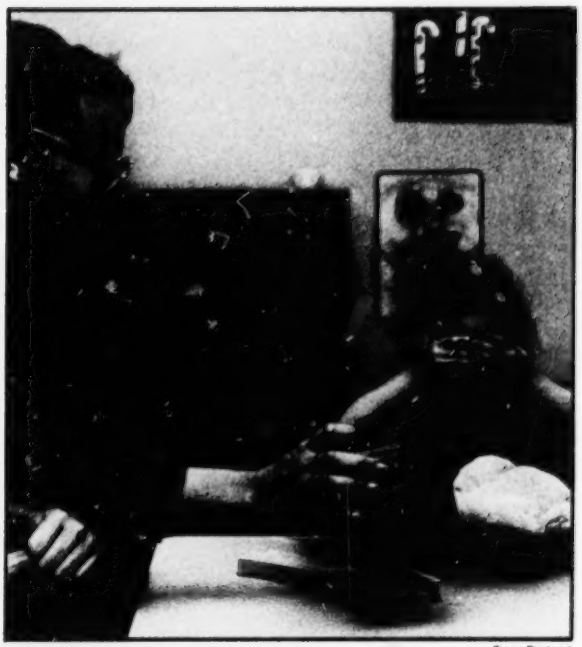
Take Away

Purpose of the Game

To encourage your child's attention to detail and memory.

How to Play

Put several different things on the table or floor. Ask your child to close her eyes as you take one thing away. Then ask her to open her eyes and guess which one was removed. You can play the game at first using only two items. Later, to make the game harder, you may use more things. Let your child have a turn at taking things away for you to guess which one has been removed. Stop playing when the game is no longer fun for you or your child.



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Matching Pairs

Purpose of the Game

To help your child learn how things can be the same or different.

How to Play

Collect pairs of things that are the same, such as two spoons, two bars of soap, two playing cards, two plates, two toothbrushes. Mix the sets up, then hold one and ask your child to pick another just like it. You can take a turn at guessing. To make the game more difficult, choose pairs of pictures, numbers, letters, or playing cards and ask your child to match the one you hold up. As always, take turns leading and stop before your child loses interest in the game.

Tracy Borland

Where Is It?

Purpose of the Game

To help a child learn the very important words for position such as in, under, beside, on top of, behind, and so on.

How to Play

Ask your child to move something to a different position. For example, using a ball and a basket, ask him to put the ball in the basket or behind it or under it or on top of it. You can ask him to put his hat on his head, beside his head, under his foot, behind his back, and so forth.

Homemade Toys That Teach

Costume Box

Why?

This box of costume makings will encourage your toddler's imagination, creativity, and pretend play.

Materials

- Large, cardboard box
- Cast off clothing, hats, scarves, shawls, and so on

Playing

Your toddler will know what to do with this box of costumes; he has lots of imagination. Encourage his pretend play by suggesting people he can pretend to be. Suggest that he act out characters you've read about in stories or ask you to guess who he is dressed up to represent. Sometimes, he'll enjoy having you dress up and pretend with him.

Tracy Borland

Look at Me

Your child is still developing her own idea about who she is. Give her a chance to see and talk about herself with the following activity.

The only special equipment you'll need is a large sheet of paper. Butcher paper works well, and you can probably get a big piece from any butcher shop. Ask your child to lie down on the paper that you have spread out on a smooth surface like the floor. Now, use a crayon or marking pen to draw all around her from head to toe. Don't forget to draw in between fingers and around ears—get as much detail as possible! When you have finished the outline, you and your child can fill it in. Name the body parts and items of clothing as you color them. Let your child look in a mirror so she can draw her eyes, nose, and mouth into the picture. Don't be afraid to be imaginative! Green hair is okay! When your child's picture is finished, hang it up where everyone can admire it. You can repeat this activity every few months, or at each birthday, so you can see changes and talk about them—"see how much bigger you are getting" or "your hair is getting longer" or "you're wearing a dress here."

Helping Your Child Reduce Stress

As your child grows, she will encounter more and more situations that cause stress. It is not too early to help her learn to recognize and manage stress.

Show your child how to relax by sitting quietly and paying attention to her breathing. Most children like to use their imaginations. Encourage your toddler to think about something calm and pleasant when she is tense—soft rain, a sleeping kitten, a quiet meadow. Help her picture a place she especially likes—a park or a beach—and tell her to think about that place. Suggest she can go to that place in her imagination when she is upset.

By teaching your child to relax, you'll be giving her a skill that will help her all her life. Try some of these ideas yourself—they work for everybody.

Problem Solving Starts Early

One of the most valuable skills we have as adults is the ability to solve problems. Through training and experience we have learned what is best to do when there is trouble, how to avoid problems, or how to fix something that needs to be fixed. Some people go through life solving problems well. Others go through life solving them poorly.

Very young children are learning how to solve problems and developing their very own style of problem solving. Whether they learn to solve problems well or not so well depends largely on the help and encouragement they get as toddlers.

Every day, toddlers face problems and have a chance to practice solving them. For example, suppose Jimmy and Julie are building block houses, but neither has enough blocks to finish. Mother *could* suggest how they can solve this problem but it is better if she helps them learn to figure out how to solve the problem themselves. To do this, she can describe what she sees. She can say that they both want to finish their houses and neither has enough blocks. Then she can ask them for ideas on how *they* might solve the problem. In doing this, she does two important things. She shows them that she *expects* them to be able to solve problems and she gives them a chance to *practice* doing so. At first, she might need to help them come up with ideas. Later, they'll be able to do more problem solving on their own.

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Remember, ***Parent Express*** describes a typical child at each age. Each child is special and each child develops at his or her own pace. Perfectly normal children may do things earlier or later than those described in ***Parent Express***. If you are concerned about your child's development, see your doctor.

A 3 Year Old's Birthday Party

As your child's third birthday approaches, you may be thinking about planning a party. Your child is old enough to enjoy having friends over for a celebration, but how fancy should a 3 year old's party be?

The basic rule for a young child's birthday party is KEEP IT SIMPLE. Children at this age can easily become overexcited at their own parties. Too much activity can turn a fun event into a disaster.

Some child development experts recommend inviting the same number of children as your child's age. Sometimes parents try to combine a toddler's party with an adult party. Remember that gives you twice the work of preparation and cleanup. It's also hard to supervise toddlers when you are talking to other adults.

Keep food and party games simple. Plan games in which everyone wins or at least gets some kind of prize. Three year olds aren't very skilled at entertaining themselves, so plan 1½ to 2 hours of structured activity. Alternate quiet activities, such as a story time, with active games like a peanut hunt, balloon chase, or bean-bag toss. Plan a quiet activity like drawing or a guessing game just before serving the cake and ice cream. This way, the children aren't overexcited when they eat. Children don't always understand that presents are meant for the birthday child, so it's a good idea to have a small, inexpensive party favor wrapped for each child to open.

Finally, be prepared for the possibility that your child will be overwhelmed by the whole thing. Try to keep your sense of humor if your child bursts into tears or hides in the closet.

Tracy Borland

Magic Closet

The magic closet (or box or basket) is a place full of happy surprises for your child. You can rotate your child's toys through the magic closet. You can bring out one thing at a time when your child is sick, or bored on a rainy day, or when you and she need something very special to do. Children like to rediscover old toys. A few new toys can be kept in the magic closet, too. Surprises are fun for everyone, and you will enjoy seeing your child playing with her magic closet discoveries.

Pretend Cooking

Make your little one a pretend stove by drawing burners on the bottom of a large cardboard carton. Your toddler will especially like to play at cooking if you play with him. He'll take your orders for food, cook the food, hand it to you, and hope you will enjoy eating it.

Coming Next: Talking *to* Children and Talking *with* Children: Some Guidance Ideas

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Suggested Reading

For more information on development and care of toddlers we suggest the source books ★ starred, as well as:

The Magic Years: Understanding and Handling the Problems of Early Childhood by Selma Fraiberg (1984), New York: Scribner.

Parent Express is available from ANR Publications, University of California, 6701 San Pablo Avenue, Oakland, California 94608-1239, (415) 642-2431.

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COOPERATIVE EXTENSION UNIVERSITY OF CALIFORNIA

PARENT EXPRESS

A SERIES OF BOOKLETS FOR PARENTS OF INFANTS AND TODDLERS

35 AND 36 MONTHS

Dear Parents:

Isn't It Amazing How Fast Your Child Grows?

Your child is almost 3 years old and growing more independent and capable every day.

Your child can do many things by himself at this age. He can sort and put away forks and spoons; he can carry piles of clean clothes to the bedroom; he can set the table with napkins and silverware. It takes time and energy for you to show him how to do a new job, but it's worth the effort. He does love to help, doesn't he? Children often say, "Me do it" as they strongly promote their right to become their own person. "Let's do it together" or "I will help too" usually helps better than "You can't do that" or "No, I'll do it," or "You're too little."

Encourage your child's cooperation; it will build his confidence and help him grow into a helpful, responsible person.

Tracy Borland

Questions Parents Ask

What Should I Do about Bed-Wetting?

Q. My almost 3-year-old son is dry during the day, but still wets the bed at night. This worries me and besides, it's a real bother. What should I do about it?

A. Your toddler is right on schedule. Most 3 year olds are dry during the day, but they usually continue to wet at night until they have passed their third birthday. Your little one doesn't want to wet his bed. He is simply not yet able to hold his urine, wake up, and get to the toilet at night. Don't scold or punish him for bed-wetting. That could make him nervous and upset and then it would be even harder for him to become dry at night. If your child is more than 3 years old and you are concerned about bed-wetting, put your child in training pants covered by waterproof pants. Use a plastic sheet on the bed and leave the light on so he can find the bathroom. Be sure he goes to the toilet before going to bed. Meanwhile, try to be relaxed and understanding about his nighttime wetting. Praise his successes and calmly accept his failures. In the long run, this will be the best way to help him become dry at night.

This is the last issue of *Parent Express*. We hope the series has been helpful to you in your very important and exciting job as parents.

Division of Agriculture and Natural Resources • University of California ANRP007

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Health

Hearing Testing

A hearing test is an important part of your child's regular medical checkup. When a child is under 3 years of age, hearing is tested by observing your child's response to sound and her ability to learn new words. Three-year-old children can learn how to take formal audiometric hearing screening tests. Be patient with them until they understand what to do and can cooperate fully.

Language is an essential tool for learning. It allows the toddler to store information, exchange ideas, and express feelings. A hearing problem interferes with the development of normal language and learning.

Infants and toddlers frequently have colds that can lead to ear infections. If ear infections are not detected and treated, the toddler may have hearing problems. Early discovery of possible hearing problems is the key to successful treatment and the prevention of hearing loss. Parents can protect their child's hearing by making sure that infections are identified and treated and that hearing is routinely tested by their doctors or health care providers.

Tracy Borland

Guidance and Discipline

From Discipline to Abuse

Cooperative, well behaved and responsible children get that way because they are taught and guided by their parents. In ***Parent Express*** we have described the best ways we know to guide children and none of these ways involve physical punishment. We believe, and studies show, that physical punishment does not teach children well; it usually hurts the child more than it instructs.

Physical punishment such as pinching, hitting, spanking, or shaking can seriously hurt a child. This is abuse. Depriving a child of food or care, or keeping a child tied up or locked in a room is, of course, abusive. But you can also abuse a child with words. Threats of physical or other feared punishment are abusive. It is abusive to threaten that scary things will happen to the child if he doesn't behave—that the boogeyman will take him, that loved ones will stop loving him or leave him or die. It is abusive to make a child believe he is unloved, stupid, wicked, or hopeless.

Almost all parents want to do what is best for their child. Some may abuse their child thinking that this is the best way to help him learn. They may be copying what they have learned from their own parents. Other parents may abuse their child because they lose control of their feelings. Some parents who abuse have such stressful and difficult lives that they do not have the will or patience to discipline their child without abuse.

Our suggestions on discipline are written to help parents learn to discipline effectively without abuse. Our stress management suggestions are to help parents control their tensions so that they do not take out their anger and frustration on their child. Children who are abused or unfairly or harmfully punished are more likely to become uncooperative than children who are guided and disciplined more gently and patiently.

Some Guidance Ideas

A Reminder

- Have a few simple rules, explain them to your child, and *stick to* them.
- Try to keep calm when disciplining your child.
- Praise your child's good behavior.
- Tell your child what to do, rather than what not to do.
- Give your child reasonable, *limited* choices.
- Prepare your child for new situations.
- Save your "nos" for times when your child is in personal danger or is in danger of hurting other people or damaging property.
- Change the situation whenever possible rather than trying to change your child's behavior.
- Remember, discipline is teaching; it's one way to show love to your child.

Nutrition

A Daily Food Guide

Use this daily food guide to plan a balanced day's diet for your toddler:

Meat, Poultry, Fish, Beans, Nuts, or Peanut Butter

2 servings

One child may eat: 1 hard-cooked egg
2 ounces hamburger

Another child may eat: ⅓ cup beans
1 small chicken leg

Milk or Cheese

3 servings

Some milk may be in cream soups, custard, pudding, flan, ice cream, or foods made with lots of milk.

One child may eat: 1 slice cheese;
2 6-ounce glasses milk

Another child may eat: ¼ cup milk on cereal
½ cup cream of tomato soup
¼ cup cottage cheese
¾ cup cocoa
1 6-ounce glass milk

Fruit and Vegetables

3 or 4 servings

One serving should be high in vitamin C, such as oranges, grapefruit, tomato, green peppers, or greens. At least every other day, give your child one serving high in vitamin A, such as broccoli, sweet potatoes, carrots, greens, cantaloupe, winter squash, or pumpkin.

One child may eat: ½ cup orange juice
½ baked potato
½ cup greens
½ apple

Another child may eat: ½ orange
½ cup cooked carrots
lettuce and tomato salad
½ canned peach

Bread, Tortillas, Cereals, Rice, Macaroni, Spaghetti, Grits, Cornbread, or Biscuits

3 servings

These are made from whole grain or enriched flour or meal.

One child may eat: ½ cup cooked oatmeal
½ slice bread
1 piece cornbread

Another child may eat: 1 pancake
½ tortilla
¼ cup rice

Are You Listening?

Are you really listening to your toddler? Sometimes young children feel that instead of listening to them, their parents mostly interrupt, instruct, advise, or criticize. They are often right! This can lead to misunderstanding, stress, and anger. Children whose parents don't listen well can feel that they and their ideas are not very important. Check yourself: do you talk back before you listen? If so, try active listening.

Active listening is trying hard to hear and understand the other person without interrupting, jumping to conclusions, judging, preaching, or getting mad. It means showing respect for the other person and her ideas, even if you don't agree with them. It means waiting until others have finished before responding.

Listening is a vital part of the good communication you want to have with your child. It takes patience and practice to develop good listening skills, but try it. You may find your conversations with your child easier and less stressful. As an extra reward, your child may imitate your good example and start listening more to what *you* have to say.

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Homemade Toys That Teach

Sound Match

Why?

Sound match is an entertaining learning game toddlers can play with you or with an older friend. The game helps toddlers learn to match sounds and tell one sound from another. It requires only simple, no-cost supplies, and it's very easy to make.

Materials

- Six plastic 35mm film containers (You can get these free at stores that develop film or you can save them yourself if you are a photographer.)
- Fillings to make the containers rattle such as rice, coffee grounds, beans, small pebbles, and so forth.

Making the Toy

Partly fill two containers with something hard and rattley like beans. Be sure each container sounds like the other when you shake it. Then partly fill two more containers with grains of rice. Check to see that they sound the same. Partly fill the last two containers with coffee grounds or some other filler. Coffee grounds will make a soft, swishy sound. When you shake the three kinds of containers you will discover that each pair sounds different.

Tape the tops of the containers closed if you think your toddler will be playing with them alone.

Playing

Sit down with your toddler and give him three of the film cans, one with each kind of filling. Keep the other three for yourself. Take turns rattling one of the containers, having the other person find the matching sound in their own set.

Another way to play this game is to put all six film containers between you. Pick them up one at a time and shake them. Encourage your toddler to do the same. Together, pick up and shake, pick up and shake—until you have a sound match for each. Point out that these are the same sounds. Point out when the sounds are different. Your child will want to see what it is inside the containers making the noise.

The two of you can think of other sound making items to put into pairs of containers. In this way, you can work together in changing and enjoying this simple toy.

Remember, do not put anything in the containers that will hurt your toddler. If you think your toddler will be playing with the containers alone, be sure to tape on the tops so that they cannot be removed.

Tracy Borland

Alfred Smith

Tracy Borland

Big Bag Blocks

Bag blocks can be used for jumping on, tossing, or hiding under. They can make houses, mountains, and castles.

To make each block, crumple sheets of newspaper and stuff them into a bag. Large grocery bags make the best blocks. Keep stuffing until the bag is nearly full. Then fold over the bottom end and tape it shut securely. Make at least 10 bag blocks—the more the better!

Games for Growing

Silly Questions

Purpose of the Game

To encourage your child's imagination and use of words.

How to Play

Ask your child to imagine what would happen if something silly occurred, such as what would happen if I put on my glasses upside down, or candy bars grew on trees, or people walked on their hands instead of their feet? Let your child make up some silly questions for you, too. Have fun guessing and acting out these silly questions. You might be pleased and surprised with your child's imagination.

What Is It?

Purpose of the Game

To help your child observe and understand the things in her world.

How to Play

Sitting in a familiar room with your child, look around the room and pick out something you can describe in two ways—what it looks like and what it does. Then giving these two descriptions, ask your child to guess what you are thinking of. For example, I can see something that is red and rolls along the floor, or I can see something that is white and you drink from, or I see something that is tall and you sit on. Remember to let your child have a turn at asking you to guess, too.

Research in Brief

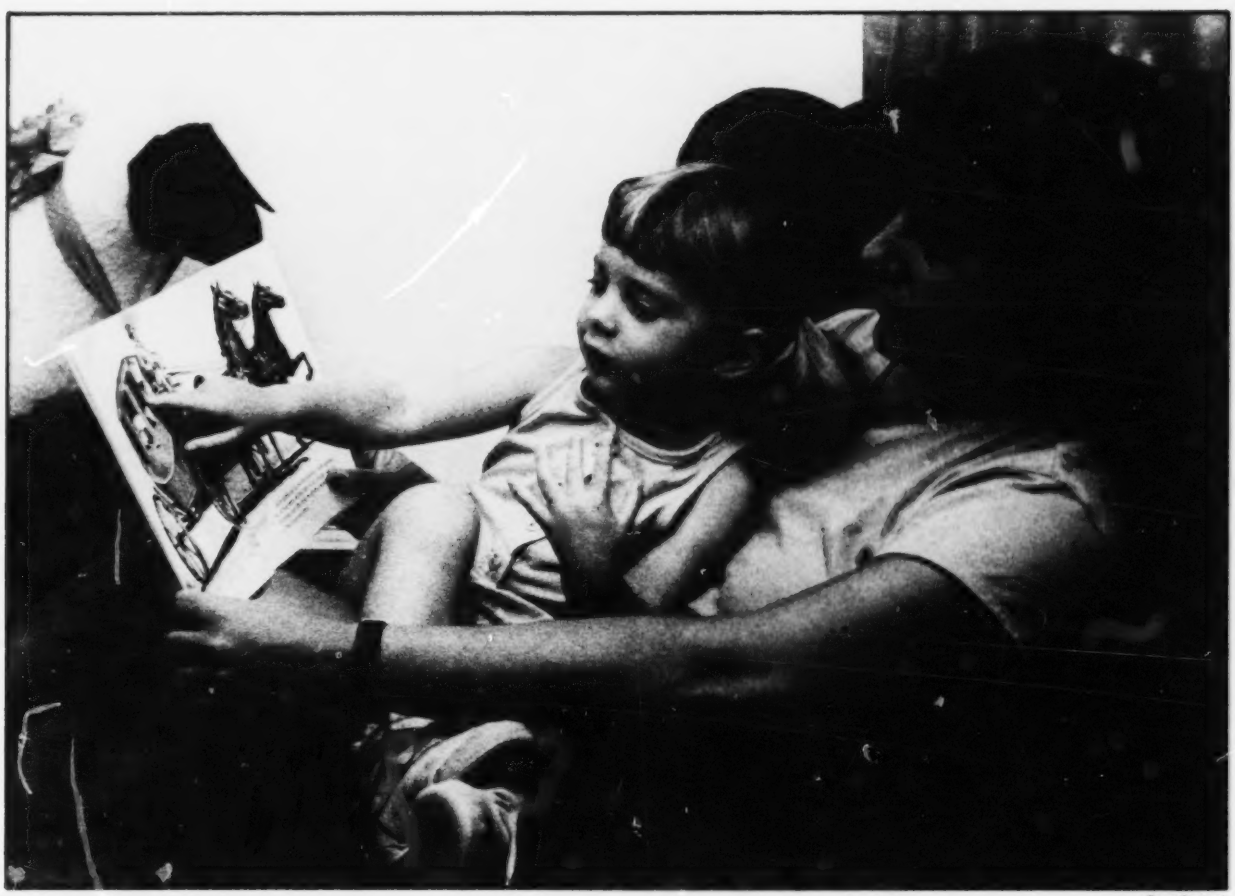
Talking *to* Children and Talking *with* Children

The *way* parents talk to their child influences their child's development. Some mothers talk almost always *to* children. Talking to a child means using a lot of "directions" such as "do's" (Let's take the dishes off the table now), "don'ts" (Don't pull the cat's tail), and refusals (Not now). It also includes a lot of teaching, mainly in providing new knowledge (This cat is black), and asking questions (What shape is this block?). Talking *to* children is okay; all good parents talk *to* their children some. Studies show, however, that when parents almost always talk *to* and not *with* their child, the child's language learning is limited.

Parents talk *with* their child when they match their comments and discussion to the child's questions and activities. This may mean continuing the topic the child has introduced or introducing a new topic based on what appears to be the child's interests.

In talking *with* the child, you show you care about your child's interest, experiences, and needs, and that you want to learn more about them. You have a conversation in which each of you talks and listens to the other. Such comments as "What do you want to do with that box?", "Tell me about your visit to Grandma," and "You seem to be sleepy" may start these kinds of conversations.

Talking *with* children and listening to them increases their confidence and helps them feel important. It means to them they have something to say that is worth being listened to and responded to. As children get more pleasure from their talking, they want to work harder at learning to do it well. (Schachter & Strage 1982, p. 88).



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Toddler Talk

Help Me Learn in Lots of Different Ways

- Share your interests with me. If you enjoy fishing, include me. If you like cooking or gardening, I'd like to help.
- Give me simple instructions such as, "Please put the paper in the trash can." After I do it, let me know how pleased you are by saying, "Thank you." I'll learn to be polite if you are.
- Show me how to take things apart and put them together. Give me an old coffee percolator or pieces of pipe with connecting joints to screw on and off. These things will keep me busy for quite a while.
- Make or buy me a small backpack. I'll wear it around the house and on walks. I will put my own special treasures in it. Wearing it makes me feel very grown up.
- Let me choose magazine pictures and help me make my own picture book. Let me change the pictures from time to time. I will like looking at the book and talking about the pictures.

Looking Ahead

Your child is 3 years old—no longer a toddler. You may wonder what's ahead and what you can do to help your child grow up healthy, happy, and responsible. Your toddler is off to a good start already. During these first 3 years, you have helped your child feel important and successful. You have helped him learn about himself and his surroundings, and you have taught him to trust, respect, and enjoy others. This foundation has prepared him to become the kind of person you want him to become. The good relationship you have will help you continue to support and guide him, as he faces future decisions about school, friends, drugs, sex, and other important issues.

Building your child's self-esteem *now* will help him resist the negative pressures of other teens later on. Keeping the lines of communication open *now* will help him feel he can talk to you about difficult and confusing questions in the years to come. Encouraging your child's enjoyment of language and learning *now* will help him succeed in school.

Parenthood is a rich, exciting opportunity for you to grow with your child. Trust yourself. You *can* offer your child the support, values, and skills to handle whatever comes along in the future.

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Suggested Reading

Your Baby and Child by Penelope Leach (1978). New York: Knopf

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Parent Express is a series of 27 age-keyed booklets of research-based information for parents of infants and young children. Three booklets contain information on prenatal and birth issues; the next 12—one for every month of the baby's first year—focus on development and care of infants; and the last 12 focus on development and care of children ages 13 to 36 months. The booklets are written by the Human Relations Staff, Cooperative Extension, University of California.

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